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Junior business training and its relation to secondary education.

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JUNIOR BUSINESS TRAINING AND ITS RELATION TO SECONDARY EDUCATION

by

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Introduction

The purpose of this thesis is to make a study of the characteristics of junior business training, one of the newer courses of study in the curriculum of the junior high school, and to show its relation to secondary education.

The writer proposes to do this:

1. By tracing historically the development of commercial education in the United States through the establishment of the junior high school;

2. By advancing the educational reasons for teaching the course;

3. By examining the present trends in specific aims and subject matter as shown by: first, an analysis of six groups of specific aims; second, reference to studies which have been made of textbook content; third, an analysis of the content of five courses of study.

Chapter I

A General Historical Development of Commercial Education

The origin of commercial education in this country is closely linked with commerce itself. In colonial times, a man desirous of filling a commercial position would enter a business firm and would learn to do the simple clerical duties required at first hand. This practice "of learning the business" remained in vogue, to some extent, until about the twentieth century.

Education for business actually started back in colonial times in private schools. According to Monroe "the instruction frequently was included in arithmetic, but sometimes it appeared as a separate subject called 'accounts' or 'mercantile accounts'. The frequent mention of these subjects in the advertisements of these private schools indicates considerable demand for such instruction."[1]

Another early factor in commercial education was the academy, which was founded in the middle of the eighteenth century. For over one hundred years, the Latin grammar school had dominated secondary education in America. In the main this institution was an aristocratic school with its prime purpose that of preparing the upper classes for college. With the early development of trade and industry, there rose up a

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[1] Monroe, W. S., and Weber, O. F., The High School, p. 375.

[2] Douglass, A. A., Secondary Education, p. 13.

well-to-do middle class who were interested mainly in commercial and shipping interests. This new group protested against the narrow classical curriculum of the Latin grammar school. They wanted an institution established which would furnish a more practical education - an education suitable for those who intended to enter commerical positions.[1]

Accordingly, the academy was founded to meet the needs of this group.[1] Courses in bookkeeping, simple account-keeping, and business practice, appeared in this new institution as a part of a rather broad educational program. It should be borne in mind that although the academy had a strong influence upon early commercial training, the practice of "learning the business" undoubtedly furnished most of the commercial workers.

Between 1820 and 1850, industry made rapid strides forward. Westward expansion, wider markets, more efficient means of transportation and communication, and the growth of the factory system of production caused a large increase in the volume of business transactions. This, in turn, gave rise to a demand for a vast amount of what Shaw has called "the facilitating processes of business".[2] The work which was called for, such as recording transactions, writing letters, making calculations, did not need "a great amount of intelligence, enterprise, or initiative; it required accuracy, exactness, and painstaking

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[1] Douglass, A. A., Secondary Education, p. 14.

[2] Lyon, L. S., Education for Business, p. 233.

care in the performance of specialized clerical tasks".[1] For such training, Lyon says that "apprenticeship was at best a clumsy and extravagant instrument".[2] To replace it there appeared the institution which is known as the American business college.

It is not the purpose of this thesis to delve into the organization, growth, or contributions of the business college. But let it suffice to say that that institution met an urgent need in a period of great commercial development.[3]

During this same period, (1820-1850) the high schools were rapidly coming to the fore and were starting to make inroads into the popularity of the academies. It is not strange, then, that these high schools should be called upon to perform the work which was being done by the private business colleges and academies, inasmuch as they were supported by public funds. Lyon says along this same line of thought, that "it was not strange that there should be a demand for a modification of the classical education with which the high schools began, and that this demand should be for such practical training as business colleges were supposed to offer".[4] Lyon further says that "commerical training was said to have been considered in Boston around the fifties, and that it had its beginnings in

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[1] Lyon, L. S., op. cit., p. 233.

[2] Ibid., p. 234.

[3] See Lyon, L. S., op. cit., chapter 10, for an excellent treatment of the business college.

[4] Ibid., p. 239.

New York Free Academy in that decade".[1] In 1863, shorthand and bookkeeping were made a part of the course of study in Central High School, Philadelphia, and the St. Louis High School. "The introduction of this work",says Lyon, "is supposed to be the origin of clearly defined commercial education at public expense in the United States."[2] The early courses in commercial work in high schools were modeled closely after those of private business colleges. Teachers for the most part were drawn from business college faculties or from business college graduates.[3]

The senior high school commerical course has always been considered the most important single agency concerned with business education. Commerical education in the high school has developed from an estimated enrollment of 15,000 students in 1893 to about 160,000 in 1914, to more than 430,000 in 1924, and according to official estimates, to not less than a half a million in 1930.[4] During the last twenty years, however, the attention of American public school educators has been absorbed by a new educational development, namely, the junior high school.

A variety of factors has been important in the development of the junior high school and its work. A purely administrative cause in certain places was the overcrowding of four-

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[1] Lyons, L. S., op. cit., p. 239.

[2] Ibid., p. 240.

[3] Ibid., p. 240.

[4] Ibid., p. 354.

year high schools which could be alleviated, at least temporarily, by the establishment of junior training which could be done in the grade school buildings.[1] Then, too, students of education were constantly pointing out that abroad, especially in Germany, children came to the period of secondary education more quickly than in the United States.[2] Also investigators have repeatedly shown the high school pupil mortality from the sixth grade through the four-year high school[3] and expressed the belief that a reorganization of the units of school life might remedy this situation.[4] It had been further urged that pupils still in grade school are ready for a greater variety of teacher and subject than is ordinarily possible in grade school organization and that this need of the student might be met best by the principles embodied in junior high schools.

As in most educational movements, theorists were abroad long before practical results appeared. In 1893, the widely read report of the Committee of Ten on Secondary School Studies, no doubt greatly influenced by Eliot, made recommendations which included a statement to the effect that it was impossible to make a satisfactory secondary school program limited to a period of four years.[5] In 1899, a unified six-year high school

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[1] Koos, L. V., The Junior High School, p. 3.

[2] Douglass, op. cit., p. 128.

[3] Ibid., p. 225.

[4] Ibid., p. 42.

[5] Ibid., p. 135.

course of study, beginning with the seventh grade, was arranged by the Committee on College Entrance Requirements.[1] Finally, in 1913, a Committee on the Economy of Time in Education included among the recommendations of its members a junior high school of three years, extending from the twelfth to the fifteenth year of age, and a senior high school, also covering three years, covering the period from the fifteenth to the eighteenth year.

This reorganization of secondary education which finally took place, as the result of the above, created the junior high school. Through the establishment of this new educational unit, it was hoped to induce pupils to remain in school until they had at least finished the ninth grade. The program of studies was arranged so that it would meet the needs of the adolescent, aid him in adjusting himself to his environment, and prepare him earlier and more adequately for life. To aid in carrying out these objectives, commercial and other practical subjects began to appear in the junior high school, one of these courses being junior business training.

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[1] Koos, L. V., op. cit., p. 5.

Chapter II

The Evolution of Junior Business Training

There are four stages of progress which are distinguishable in the development of the commercial curriculum of the junior high school according to the committee on the "Junior Commerce Curriculum".[1]

First Stage.

In the first stage certain commercial subjects were merely pushed down into the seventh, eighth, and ninth grades with little or no change in subject-matter, or in methods of presentation.[2] These subjects, in most cases, were bookkeeping, typewriting, shorthand, commercial law, salesmanship, commercial history, and others. As time went on, some of these subjects were adapted to the needs of the junior high school and others have been pushed back into the senior high school. In speaking of this period the committee stated: "After nearly twenty years of experimentation a body of opinion has developed which is strongly opposed to this method of making a junior high school curriculum. The committee sincerely hopes that all junior high schools have weathered this stage and are now reconstructing their curricula in accordance with a more scientific and socially effective procedure."[3]

Second Stage.

The second stage closely parallels the first. There was

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[1] Fifth Yearbook, Department of Superintendence, N. E. A., 1927 p. 430.

[2] Ibid., p. 430.

[3] Ibid., p. 430.

an almost universal attempt to make many of the old academic subjects in the junior high school, such as language, composition, spelling, arithmetic, geography, history, more practical and functional.[1] This was attempted by prefixing the word "commercial" to these subjects in order to make them sound more attractive to the pupils. Thus came into existence such courses as commercial arithmetic, commercial English, commerical geography, and the like. The committee says that "these first two stages were perhaps necessary but now most of the academic courses are in process of thorough revision on a functional basis, and the junior high school itself is rapidly becoming a functional institution. The commercial curriculum no longer needs to play the role of the reformer."[2]

Third Stage.

The third stage is represented by courses of study made up of closely related commercial subjects into which introductory elements of business practices, typewriting, adapted bookkeeping, are introduced and certain new types of subject-matter appear such as junior business training, and the study of commercial pursuits. This is the beginning stage in the construction of a curriculum that will contribute directly to the exploratory, self discovery, guidance, high school preview

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[1] Fifth Yearbook, Department of Superintendence, N. E. A., 1927, p. 431.

[2] Ibid., p. 431.

and preparatory, prevocational purposes of the junior high school.[1] It was found, however, that these courses, although giving commercial training, did not meet the requirements of the positions for which the pupils were being trained. Then, too, business men were loath to employ these young children in any positions which called for responsibility; and the necessary specialization needed in their courses deprived the pupils of much needed training in citizenship and social efficiency. In other words, the instruction given in this stage did not prepare for immediate employment and future socio-economic problems.[2]

Fourth Stage.

This stage is best typified by the appearance in a few junior high schools of a fusion or unified course in which only two, or at most three, distinct commercial subjects appear and these only as units of a whole.[3] In this stage an all-inclusive junior business training course began to be organized. This new course was similar in construction to general literature, general science, and general mathematics. The committee remarked that "while most junior high schools are still in the first, second, or third stages, there is a distinct trend toward the fourth stage. It is too early to say

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[1] Fifth Yearbook, Department of Superintendence, N. E. A., 1927, p. 431.

[2] Ten Eyck, H. E., "Commerical Education in Junior High Schools," Balance Sheet, December, 1931, p. 136.

[3] Fifth Yearbook, Department of Superintendence, N.E.A., 1927, p. 431.

finally that a fused junior high school commercial course is adaptable, desirable, or practical, but it is at least promising and is in line with progress being made in unifying other junior high school subject courses."[1]

The first courses in junior business training.

It is a most difficult matter to put a definite place or date down as marking the establishment of the course in junior business training because the course is the result of an evolution. Lomax says, however, that "it is safe to say that little had been heard of the subject when it was incorporated in the commercial curriculum of the Washington Junior High School of Rochester, New York, in 1915."[2] It was 1925 before the New York State Department of Education published a course of study in the state syllabus for commercial subjects. In September, 1920 a survey of the courses offered by some of the newer continuation schools in New York City showed that a subject called "vocational business training" was being offered quite generally. Lomax says that"the content of this early course was very similar to that now included in elementary business training."[3]

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[1] Fifth Yearbook, Department of Superintendence, N. E. A., 1927, p. 431.

[2] Lomax, P. S., and Haynes, B. R., Problems of Teaching Elementary Business Training, p. 4.

[3] Ibid., p. 4.

Chapter III

Significant Surveys and Reports.

Survey of Junior Commercial Occupations.

Perhaps the most important general survey made of commercial occupations in the United States is that made by the Federal Board for Vocational Education and published in 1920 as a "Survey of Junior Commercial Occupations in Sixteen States".[1] This survey was made under the direction of F. G. Nichols, then Chief of the Commercial Service of the Federal Board. Various cities were chosen in sixteen different states located in all sections of the country except the southwest. The population of these cities (in 1920) ranged from 12,000 to more than 750,000. It is important to remember that this survey includes only commercial workers, i.e., boys and girls holding office and store positions. Furthermore, only workers under eighteen years of age are included, i.e., from fourteen to seventeen years inclusive. (See Table I, page 13.)

Lyon reports[2] that 67 percent of those included in this study have had a full grammar school education or better, while 84 percent have completed the seventh grade or more. This would seem to indicate that those who get less than a grammar school training do not find their way into the business office. Since only 33 percent of the younger office workers left school before they completed the eighth grade, Lyon says, "it is safe

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[1] Federal Board for Vocational Education, Bulletin No. 54, June, 1920. (Adapted.)

[2] Lyon, L. S., op. cit., pp. 81-84.

Table I.

Showing Results by Positions, Age, and Sex of Survey of Junior Commercial Occupations.[1]

	Age				Sex		
Positions	14	15	16	17	Boys	Girls	Totals
1. Messenger	126	261	297	169	691	162	853
2. Gen. Clerk	29	90	124	162	236	169	405
3. Salesman	28	53	112	142	139	196	335
4. File Clerk	6	36	79	92	94	119	213
5. Bundle Wrapper	10	46	72	65	53	140	193
6. Swd. Operator	..	12	69	112	5	188	193
7. Stock Clerk	5	53	52	68	128	50	178
8. Mail Clerk	6	26	43	44	81	38	119
9. Delivery Man	14	26	36	22	98	..	98
10. Stenographer	..	9	25	54	8	80	88
11. Cashier	3	15	18	24	8	52	60
12. Typist	..	5	15	36	4	52	56
13. Ship. Clerk	4	7	18	26	42	13	55
14. Bookkeeper	..	1	9	28	11	27	38
15. Billing Clerk	..	3	12	14	11	18	29
16. Calc. Mach. Op.	2	5	5	15	9	18	27
17. Dupl. Mach. Op.	1	3	8	10	13	9	22
18. Misc. Mach. Op.	..	3	5	12	2	18	20
19. Miscellaneous	54	62	64	60	158	82	240
Totals	288	716	1063	1155	1791	1431	3222

[1] Koos, L. V., op. cit., p. 296.

to conclude that specialized vocational commercial training cannot be justified below the eighth grade".[1]

One significant conclusion to be drawn from a study of Table I (page 13) is that few commercial occupations are open to fourteen year old pupils, but that the number employed increases rapidly from this age upwards. A second conclusion concerns sex differences; boys being messengers, stock-clerks, mail clerks, shipping clerks, etc., more often than girls; while girls were more often employed as bundle wrappers, switchboard operators, cashiers, typists, and bookkeepers. This survey also showed that bookkeeping and stenographic positions were open less often to boys and girls of fourteen, fifteen, and sixteen, than to those who were older. There is no question but that this survey paved the way for the rapid growth of junior business training by showing the extreme necessity for an offering which would be better suited for preparing the pupils for general office positions rather than specialized jobs.[2]

Walters's Study.[3]

In 1926, Walters sent out questionnaires to 165 high schools in Pennsylvania, of which 138 replied. He found that only 29 schools taught junior business training. From this survey, one would naturally surmise that the course was not

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[1] Lyons, L. S., op. cit., p. 82.

[2] Ibid., p. 420.

[3] Lomax, P. S., and Haynes, B. R., op. cit., p. 4.

being taught to any great extent in Pennsylvania at the time of the study.

Haynes's Study.[1]

In 1929, Haynes sent out questionnaires to 32 junior high schools in New York State outside of New York City. Of the 30 schools replying, 28 taught junior business training. In New York City, he found that the course was offered in nearly all of the 57 junior high schools. This study showed that in New York State, at least the percentage of schools offering junior business training was increasing.

Lyons's Study.[2]

In 1931, in the new edition of his book, Education for Business, Lyons reports that junior business training ranks fourth in enrollment as compared with other junior high school commercial subjects. It is preceded by penmanship, spelling, and typewriting. He also reports that of 1,044 junior high schools reporting commercial courses 444, or 42 percent, offer junior business training. This number he divides into localities according to population. Of 250 junior high schools, located in communities with a population of 2,500 or less, 39 schools, or 16 percent, report offering the course. Of 84 schools in communities with population ranging from 2,501-5,000, 30 schools, or 36 percent offer the course. Of 229 schools in localities of 5,000-30,000 population, 110 schools, or 48 percent reported of-

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[1] Lomax, P. S., and Haynes, B. R., op. cit., p. 5.

[2] Lyons, L. S., op. cit., pp. 418-419 (adapted material).

fering junior business training. Of 310 schools, located in communities with populations ranging from 30,001 - 410,000, 168 schools, or 54 percent, reported the course. In fifteen large cities (including Buffalo) 97 junior high schools out of 171, or 56 percent, reported offering junior business training.

This Survey would seem to indicate that the course has rapidly come to the fore in a ten year period. It is significant to note that the percentage of schools offering the course tends to increase with the size of the community.

The Influence of the "Junior Commerce Curriculum" Report.

The publication of a report entitled "The Junior Commerce Curriculum" by a committee of the Department of Superintendence of the National Education Association in 1927, supplemented the impetus provided by the "Survey of Junior Commercial Occupations", in 1920.[1] This was the first time that the course had been given the endorsement of a leading public-school educational body.[2] This committee recommended the following:[3]

> 1. The commercial subjects should be organized and taught so as to contribute as fully as possible to the broad, general objectives of the junior high school.
> 2. The committee recommends that, as rapidly as possible, the entire commerce curriculum of the junior high school be fused or unified into a general business training course and that such a course supersede the present conglomerate of separate commercial subjects.

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[1] Lyons., L. S., op. cit., p. 420.

[2] Ibid., p. 420.

[3] Fifth Yearbook, Department of Superintendence, N. E. A., p. 438.

3. This course should be at least three, or preferably four, semesters in length, beginning in the eighth grade and extending through the ninth grade.

4. The introduction of any commercial subjects in the seventh grade is not recommended.

5. The junior business traing course should be required of all pupils in the eighth grade as a general and exploratory subject.

6. There should be only two commercial courses in the ninth grade - normally, the junior business training course and two semesters of typewriting, These should be elective.

7. The courses in the ninth grade should be planned both for drop-outs and to give preparation to the groups which will continue the commercial course in the senior high school.

8. Stenography and bookkeeping should be deferred to the senior high school.

9. These recommendations should apply with equal force to small as well as large junior high schools.

Chapter IV

Comments of Educators on the Importance of the Subject

This increased inclusion of junior business training in the curriculum of the junior high school must have some justification. Many educators, prominent in the field of general education have deemed the subject worthy of mention in their books in recent years. In the next paragraphs, I will quote directly from several of these authorities.

Mr. J. O. Malott, Specialist in Commercial Education of the Department of the Interior says:[1]

> "The recognition of commercial education in the junior high school, in accordance with the accepted objectives of the school, has been one of the greatest improvements in commercial education. The outstanding features of the new content ordinarily called 'junior business training' pertain to: General business information and thrift training for all pupils; guidance by means of orientation and try-out, appropriate training to meet the needs of those who drop out, and a preview and excellent vocational background for those who pursue the major vocational courses in the senior high schools....The increased appreciation of the worthiness and appropriateness of junior business training is resulting in a rather general introduction of the subject. The emphasis on the different objectives of the course varies in the respective schools. In those instances in which the emphasis is on subsidiary guidance objectives or on general business information that should be common to all pupils, many schools offer the advanced portion of the subject as an elective clerical training course. The tendency is toward increasing the number of semesters in order to meet the difficult objectives. The time necessary for a universal introduction of junior business training has been materially reduced by the excellent contributions of the past two years."

C. O. Davis, in his book, Junior High School Education,[2] makes the following statement:

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[1] U. S. Bureau of Education Bulletin No. 4, Malott, J. O., "Commercial Education in 1924-1926," pp. 16, 17.

[2] Davis, C. O., Junior High School Education, p. 249.

"That commercial studies deserve a place in the junior high school will scarcely be questioned. Not only do these subjects possess educational values which contribute to the ends of general culture, but they likewise, for many pupils, furnish the most suitable kind of pre-vocational and vocational training. As in other types of practical art works, here too, good pedagogy will doubtless suggest that the beginning courses shall give to the pupils a general view of the entire field and that the later courses shall build on the knowledge thus gained."

Carkin and Haynes, two pioneers in the movement, in the preface to Elementary Business Training,[1] say:

"Commercial Education, the oldest branch of the Vocational Family, has been slowly but surely evolving from the days of the itinerant penmanship teacher to the days of the present junior high schools, senior high schools, continuation schools, opportunity schools and the like.

"With the coming of these newer conditions, which brought forth new demands, a genuine need has been felt by superintendents, principals, supervisors, and teachers for a course which will at best do two things:

1. train pupils of the eighth and ninth school year in these elementary business principles and practices, a knowledge of which is almost a necessity for everyone regardless of their vocation.

2. train commercial pupils of the eighth or ninth school year in the duties of these common, simple but important occupations through which most people enter business life, and at the same time encourage pupils through laying this better foundation to remain in school and complete their education....The fertile field of elementary business training has been approached through a study of the changing conditions in business and through elementary organization where the importance of coöperation and service are emphasized in connection with success qualifications."

Touton and Struthers, co-authors of Junior High School Procedure,[2] include the following comment in their book:

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[1] Carkin, S. B., and Haynes, B. R., Elementary Business Training, p. iii.

[2] Touton, F. C., and Struthers, A. B., Junior High School Procedure, p. 434.

"Not infrequently there is found in junior high schools a course under the title "junior business training". Such a course frequently appears in the program as a prescribed-content course or as a one semester subject in the eighth grade. It includes study and practice in certain relatively simple business operations, such as the work of the messenger, the work of the mail clerk, office filing, use of the telephone, sending telegrams, work in the receiving department, the shipping department, the billing department, etc. A large use is made of simple business forms and of simple account keeping.... The several courses included in the curriculum subject in the junior high school are offered chiefly as prevocational experiences that pupils may have a better understanding of ways in which modern business is conducted. The secondary purpose is to develop certain skills for those who must of necessity fill non-technical positions in the business world without the preparation offered by commercial courses of the senior high schools."

L. V. Koos says:[1]

"A course sometimes proposed as suited to rendering the service required in the junior high school grades is what is referred to as junior business training. As outlined and also as it has found expression in text book form, it is made-up of two main parts, the first aiming to include the more general aspects pertinent for all pupils irrespective of occupation destination, and the second, aiming to give some knowledge and skill in the junior occupations found to occur frequently in findings of surveys....As proposed the course also discusses vocational opportunities in business, and the qualities and training necessary for success in them.... The danger to be warded off is that pupils and parents may come to assume that, when offered in the junior high schools, this course is taught with the intent to prepare adequately for bookkeeping and stenography. This danger can be minimized by restricting the courses and the amount of training offered in them to try-out proportions and frankly admit the inadequacy to occupational needs of the training offered."

A. A. Douglass speaks of the course as follows:[2]

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[1] Koos, L. V., op. cit., pp. 298,9.

[2] Douglass, A. A., op. cit., p. 567.

"The educational and psychological principles back of general science, general mathematics, etc., have been applied by Nichols and others to the commercial field. The result is a course entitled 'junior business training', whose purpose is, first to give skill and understanding of those business principles which everyone should know if he is to properly conduct his own personal affairs.... The second aim is to inculcate necessary manipulative power and knowledge of business practices in positions open to junior employees.... In no sense is the course to be regarded as a full business education. Rather it is looked upon as a junior vocational business training to be followed by more complete business preparation in higher schools. The guidance function is also served."

From all the foregoing references, most of which have been written in the last decade, it is safe for one to assume that junior business training is rapdily attracting the eye of authorities in the field of general education. With more of such attention, and a few years in which to become better organized, junior business training should doubtless become one of the constant subjects in the junior high school curriculum.

Chapter V.

The Nature of Junior Business Training and Its Place in the Curriculum.

The Nature of the Course.

In any consideration of the nature of junior business training it must be borne in mind that the subject is in its infancy as compared to most of the other secondary school subjects. Consequently, as yet there is no universally accepted concept of the course. Nearly every city and town offering the course has a slightly different purpose in mind as to the results to be obtained from it.[1] Disregarding all this, however, the great amount of publicity the subject has been receiving in recent years enables one to note several broad statements as regards the nature of junior business training.

In general, authorities agree that there are two junior business training courses. The first course is commonly called informational junior business training and the second, vocational junior business training. The difference of opinion among authorities arises over the placement of the emphasis. One group, headed by Nichols, look upon the courses as one which is given primarily for exploratory purposes with a view of the pupil continuing his work in high school, thus, stressing the informational course.[2] The other group, led by Birch[3] believe that the pupil who will not receive further

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[1] U. S. Bureau of Education Bulletin No. 4, p. 17.

[2] On authority of Thaddeus Keefe, Instructor in "Methods of Teaching Junior Business Training", College of Business Administration, fall of 1931.

[3] Ibid.

education should receive prime consideration. Hence, the latter group would emphasize the vocational phase of the subject.

Its place in the curriculum.

At the present time, in the majority of the schools offering the subject, the unified course in junior business training is split up into various subjects, such as penmanship, arithmetic, first lessons in business, business forms, and vocations. These courses are being offered separately and in some cases in different years. The modern, progressive junior high school, however, is rapidly unifying all these courses and is offering the fused course in either the ninth year, or the eighth and ninth years.[1] If the whole course is given in the eighth year, one term is usually given over to the informational course, and the second term is given to the vocational phase. If it is given over a two year period, the eighth year comprises the informational course and the ninth, the vocational. Of these two conceptions the latter is the more practical because it provides for the extensive rather than the intensive training of the young, inexperienced adolescent.

Status as a constant.

Haynes found[2] that 22 out of 26 schools in New York State required junior business training of all commercial pupils.

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[1] Fifth Yearbook, Department of Superintendence, N. E. A., p. 431.

[2] Lomax, P. S., and Haynes, B. R., op. cit., p. 5.

Out of the 28 replies received outside of New York City, he also found that 7 schools required it of students not in the commercial course, while 21 schools did not require it. Nine of the schools made the subject elective to non-commercial students. In New York City, he found that "nearly" all of the 57 junior high schools maintaining commercial departments required junior business training of all the commercial pupils. In Philadelphia, Albany, Johnstown, Pennsylvania, and the abovementioned seven cities in New York, the informational side of the course is required of all junior high school pupils.[1]

From the foregoing it can be seen that the tendency is decidedly toward requiring the informational aourse of all pupils because of its orientational and exploratory values; and the vocational course of all pupils who intend to leave school at the end of the ninth grade and of all pupils who intend to follow the commercial course in high school.

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[1] Lomax, P. S., and Haynes, B. R., op.cit., p. 11 (footnote, no. 9).

Chapter VI.

Why Junior Business Training Should be Taught

In the consideration of any subject from an educational point of view one of the first problems which arises is --- why teach the subject? This problem, applied to junior business training, may be answered by considering: first, the contributions that junior business training can make toward the realization of the seven cardinal principles of education; second, the immediate values resulting from the course; third, educational reasons for teaching junior business training.

The Contribution of Junior Business Training toward the Realization of the Seven Cardinal Principles of Education.

In order for any subject to be justified as a member of the secondary school curriculum it is necessary that that subject meet some or all of the cardinal objectives of secondary education. Unified junior business training contributes in no small measure toward the realization of all seven principles.

The health aim in education is the most generally accepted and the least practised of all the objectives. Junior business training does not attempt to teach health education directly, for that is the work of the physical education department. There are,however, at least three fine opportunities which the resourceful teacher can utilize purposively in helping to realize this all-important aim.

First, the pupils can be impressed with the fact that

the annual economic loss due to ill health in the United States is gigantic. This almost atrocious sum could be materially reduced if even the simplest precautions were to be taken. Speaking along this same line, Douglass[1] reports that "forty-two percent of the number of deaths each year are caused by reasonably preventable diseases, that approximately three million persons are constantly ill, also largely of preventable diseases, and that fifteen years can be added to the average life by hygienic living."

Secondly, the pupils can be so impressed and made to see and to understand the relation of personal, social, and industrial hygiene to success in business. Through reference to such personal hygienic matters as personal cleanliness, care of the teeth, eyes, nose, throat, and skin, they should become aware of the important part physical fitness plays in the success in one's vocation. If a man looks forward to promotion in business he must be on the job regularly, he must look well, and he must feel well. No employer is going to consider a man for promotion if he is a chronic absentee, or is a slovenly dressed, unkempt individual.

Thirdly, in the study of vocational junior business training the pupils should consider the physical demands of the various occupations that they study. They should match these requirements with their own physical qualifications to judge whether or not they will be able to meet these demands. They should also become acquainted with the hygienic conditions under which work is done. This study would consist of such

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[1] Douglass, A. A., op. cit., p. 526.

matters as ventilation, heating, lighting, cleanliness, etc. Finally, they should be told that the average worker loses one tenth of his annual income through illness, thus making necessary a knowledge of various types of protective measures against these financial losses, such as insurance, workingmen's compensation laws, and the like.[1]

In this manner, then, health education can be taught to the junior business training students. The approach may be made from the vocational point of view, and the aim should not be to produce habits or skills primarily, for that is the work of the health department. The prime motive should be to inculcate in the pupils worthy attitudes, ideals, and appreciations of the importance of health as a factor of success in the business world.

Fundamental Processes.

Fundamental processes refer to "those tools and instruments which the individual must have to gain one or all of the educational ends".[2] While some of the fundamental processes are not essential in a broad sense it can easily be seen that the individual will profit by the acquisition of one or all of them. For example, the fact that a man cannot write will not prevent him from becoming economically independent, but a knowledge of, or rather the ability to write, will enable him to do better for himself. In what ways can

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[1] Douglass, A. A., op. cit., p. 531.

[2] Ibid., p. 373.

a study of junior business training contribute to the attainment of this vital objective?

The following are some of the tool abilities which may be developed as a result of taking the course:[1]

1. The ability to read with speed and comprehension;

2. The ability to use common business words correctly;

3. The ability to organize effectively and express one's thoughts in written form, in memoranda, letters, reports, and in the giving of directions;

4. The ability to write with proper ease, speed, and legibility;

5. The ability to use the library facilities, dictionaries, encyclopedia, atlas, handbooks, readers' guides, etc.;

6. The ability to use good form, order, organization, and arrangement in all one's written work; such as margins, spacings, alignments, paragraphing, punctuation, etc.;

7. The ability to use such common business facilities as the telephone, telegraph, express, post-office, railroads, banks, stores, credit agencies, etc.;

8. The ability to read, copy, and classify data correctly and accurately;

9. The ability to use good oral expression;

10. The ability to master those fundamentals of computation, such as addition, subtraction, multiplication, division, fractions, percentage, interest, decimals, and mensuration.

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[1] Adapted in part from Fifth Yearbook, Department of Superintendence, N. E. A., pp. 437, 438.

Worthy Home Membership.

In any consideration of our social organization and philosophy, the home still stands out as the basic element in the whole structure. Indeed, the home is looked upon by deep-thinking Americans as the foundation of American civilization. It becomes one of the objectives of the school to provide training which will help to stabilize home life. Junior business training makes several important contributions toward the realization of this important aim.

In the first place, it endeavors to develop thrifty habits, such as earning efficiently, spending wisely, saving systematically, and investing securely; secondly, it endeavors to instill knowledges of the values of material things, such as food values, clothing values, and housing values; thirdly, it teaches the pupil as a consumer, how to manage the business affairs of his home, such as sending money safely, sending goods properly, making necessary records, filing valuable papers, and effecting wise economies through budgeting; fourthly, it contains many identical elements in the form of desirable ideals, attitudes, knowledges, and appreciations which can be transferred directly to the home, such as the importance of accuracy, the value of coöperation, the acceptance of responsibility, and the development of initiative; fifthly, it shows the important part vocation plays in the formation and the upkeep of a home and also the wholesome influence that a home has upon one's vocation.

There are doubtless many other contributions that junior

business training, if properly presented, can make toward the development of worthy home membership, but these that have been cited are enough to show the important part the subject can be made to play in this topic which bears so great a relationship to the integrity and stability of the American people.

Vocation.

Junior business training endeavors to meet this objective at the junior high school level. The pupils who take the information course are given knowledges, skills, and correct attitudes toward modern business. They study the whole field of business from a general point of view, getting information which will prove useful in any line of endeavor. The vocational course aims directly at this objective, introducing the pupil to the various positions which he will be called upon to take if he is forced to leave school, analysing the duties required by these positions, and the opportunities for advancement in each case. It also strives indirectly to point out to the young adolescent the advantage of securing more specialized education and the folly of leaving school unprepared to meet the requirements of our specialized society. It gives some reasonable skills in the performance of the junior commercial positions, and, if rightly taught, should develop positive attitudes toward good workmanship and public service.

There is a tremendous need for vocational guidance in our educational system today.[1] Pupils in the last year of

[1] Authority, W. J. Chisholm, Head of Commercial Department, Durfee High School, Fall River, Massachusetts.

high school have no more idea of what they are going to do when they get out in the world than they had in the fifth grade. Something has got to be done, and it seems that junior business training is a decided step forward in the right direction, but it must be followed up by a great deal more guidance in the senior high school.

Citizenship.

The most significant task of the public schools is that of turning out better American citizens, or as Mahoney states it - "to develop better behaviors in large group relationships." Of course, the social sciences like history, economics, sociology, geography, and the like, should be the primary media through which the pupils receive this valuable training, but the other subjects in the curriculum should do their share, if possible. Junior business training, being a socio-business subject, in that it contains both social and business elements, contains many topics which should prove useful in the attaining of this objective.

In what ways can junior business training contribute to this significant aim? In the first place, by giving training in certain types of business activities in which all members of organized society are engaged regardless of whether they are in business or not. Secondly, by developing the ability to do clear thinking along current business and economic questions which today are nearly always related to matters of political and social importance. Thirdly, by "imparting an

understanding of the machinery and functions of government and how this machinery functions in the economic world."[1] This may be realized by comparing the functional organization of government with the functional organization of business enterprises. Fourthly, by developing correct ideals and attitudes for the improvement of society in general. Fifthly, by developing the service ideal of business which teaches that a business should be run for the benefit of the people it serves.

This whole topic can be summed up in the words of the Committee on the Reorganization of Secondary Education, which so ably stated that "it is only as a pupil sees his vocation in relation to his citizenship and his citizenship in the light of his vocation will he be prepared for effective membership in an industrial democracy....this committee stands squarely for the infusion of vocation with the spirit of service and for the vitalizing of culture by genuine contract with the world's works."[2]

Worthy Use of Leisure Time.

With the growth of industrialization and specialization have come the five-and-a-half day week and the eight-hour day. As time goes on the chances are very good for still greater reductions in working hours. The shorter working day presents an important problem to the American people in that it leaves the citizens with more time on their hands. If this time is not used to better the individuals, there is really

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[1] Caseman, J., "Supervision of Junior Business Training," E. C. T. A. Third Yearbook, 1930, chapter 17.

[2] Bureau of Education Bulletin no. 35 (1918), p. 16.

no advantage in cutting down the working hourse. With the schools, then, is charged the duty of providing such training as will enable the individuals to utilize this time purposively for the betterment of themselves and of society.

Junior business training, inasmuch as it is not considered one of the so-called cultural subjects, does not contribute directly to the realization of this aim. Nevertheless, the wideawake teacher may find several opportunities which might possibly be used to advantage: first, she may stress the value of being able to mingle socially with others; second, she may aid in developing appreciative qualities as to the value of leisure time to the race; third, she may aid in developing appreciative attitudes toward the need for proper recreation to offset the physical and mental strain arising from the intensity of modern business.[1]

Ethical Character.

In this modern age of ours, wrought as it is by many political, social, and industrial problems, the ethical character of our citizens is rapidly an item of extreme importance. What relation does this problem bear to our educational system? Statistics compiled by Giles[2] show that the greatest tendency to break away from fairly good earlier conduct occurs in the period of adolescence. As the schools have control of boys and girls in this critical period it becomes the duty of the schools to do their utmost in the way of inculcating in the

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[1] Adapted in part from Caseman, J., "Supervision of Junior Business Training", E. C. T. A. Third Yearbook, 1930, chapter 17.

[2] Giles, F. M., School Review, (1917), 25:433-443.

in the students correct ideals and attitudes concerning their own conduct and its relation to society.

In the past the schools have been criticized because of the emphasis placed upon the teaching of pure subject-matter. These critics claim that the subject-matter should be the means and not the end, and that the subject-matter should be used as a medium through which character traits may be developed in the pupils.[1]

Charters, in The Teaching of Ideals, gives two different ways through which character traits may be developed -- the direct method and the indirect method. In interpreting the former, he says,[2] "by direct moral instruction we mean that form of instruction which begins with a consideration of traits. This is contradistinction to indirect moral instruction in which we begin with a consideration of situations." The indirect method is based upon the belief that "the educators of this country are agreed to a degree quite beyond their custom that all moral instruction should be indirect."[3] Charters says further that "in the United States we seem to be opposed to teaching a curriculum of morals as a separate subject. We are committed rather to the indirect teaching of morals through school subjects, routines, and activities."[4]

Junior business training, dealing as it does with adolescents, shares responsibility with the other subjects in point-

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[1] Lomax, P. S., and Haynes, B. R., op. cit., p. 114.

[2] Charters, W. W., The Teaching of Ideals, p. 184.

[3] Ibid., p. 161.

[4] Ibid., p. 161.

ing them toward true and useful lives. Through a study of this course the pupils should "recognize their own problems such as self, family relationship, vocation, and religion. They should recognize and evaluate the rights and obligations rising from their chosen vocations through a detailed study of these vocations. They should form true ideals of sportsmanship and fair play in personal relationships. They should form habits of neatness, accuracy, and systematic procedures which are desirable in the performance of public duties. Finally, they should develop critical attitudes in judging their own finished work and take pride in work well done."[1]

Both the indirect and direct method of teaching morality can be utilized purposively in this course. In the indirect method the teacher should go through the subject-matter and compile a list of traits which she feels to be highly desirable. Then these traits should be so included in the instruction that the pupils will draw them from the topics as traits necessary for a good and useful life. Carkin and Haynes, in Elementary Business Training, use the direct method of developing character traits in a very usable manner. A more detailed discussion of this important work will follow under the heading "Immediate Values of Junior Business Training", but let it suffice here that this course does possess many opportunities which, if correctly employed, would do a great deal toward the bettering of the ethical character of our future citizens.

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[1] Caseman, J., "Supervision of Junior Business Training," E. C. T. A. Third Yearbook, 1930, chapter 17.

Immediate Values of Junior Business Training.

Orientation.

When the young adolescents enter the junior high school, they have not definitely or seriously chosen their life work. The period of adolescence is perhaps the most significant one in their whole life. If their individual emotional developments are not guided into the formation of worthy ideals, attitudes, and appreciations of the world about them, their whole life may be blighted. It is the period when adjustment to the social environment must, or best, be made. To meet these needs exploratory or try-out courses began to appear in the junior high schools. President Butler of Columbia University recently said that "the orientation course is perhaps the most vital and significant addition to the educational program in our time."[1]

Junior business training endeavors to test the aptitudes of the junior high school pupils in the field of commerce.[2] It offers an extensive rather than intensive training in the various economic divisions of our business world because very few of the pupils, at that age, have chosen a specific branch of commerce as a life career.[3] The majority of them have not had any background of experience in business tasks. Most of

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[1] Tonne, Herbert A., "Administration and Supervision of the Socio-Business Subjects in the Public High Schools," E. C. T. A. Third Yearbook, 1930, p. 124.

[2] Brewer, J. M., "The Argument for Junior Business Training," School and Society, vol. 25, p. 7.

[3] Ibid., p. 7.

them have been brought up in homes where they have had little or no opporunity to express their desires or needs. So such a course as junior business training is needed to bring home to the pupils that there is such a thing as business, and that it is one of the basic elements of our modern society. Then, too, to inform them of the qualifications of, and the opportunities offered in, commercial occupations.

Extensive versus intensive training. When the average student is introduced to specialized commercial subjects in his first year in the senior high school, "it is taken for granted that he has definitely chosen commerce as a vocation."[1] This assumption is not necessarily the truth. Very often he is shunted into the commercial course by administrators who look with alarm at his low I.Q. and who solemnly agree that the commercial course is the only one in which he can ever hope to succeed. His desires or interests are not consulted. If he succeeds in the course it is dangerously assumed that he will succeed in the business world. Whereas, if he fails in the commercial course, administrators throw up their hands and declare that he will fail in any type of work, also a dangerous assumption.

On the other hand, if the pupil is given an extensive training in the eighth or ninth years, he is given access to information which will prove useful to him regardless of his aptitudes or interests; information which is closely related

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[1] Brewer, J. M., "The Argument for Junior Business Training," School and Society, vol. 25, p. 7.

to all the common activities of life, information which is useful in nearly every trade, occupation, or profession. In addition, this general work will serve as a vestibule for the later commercial courses by "surveying business in its relation to the other occupations, using for this purpose both practical exercises and occupational information."[1] When these exercises are chosen carefully it aids in the discovery of commercial ability in a pupil and reveals those students who have chosen wrongly and who should not engage in commercial endeavors, and who can be guided into fields for which they are better suited.

Vocational Guidance.

At the present time, I am observing the teaching of bookkeeping to juniors and seniors in a large city high school. Of the boys taking the course, many are just attending and no more. They have no interest in the work and have no aptitude for figures. Why are they there? They are there mainly because they were not vocationally guided in the junior high school period, and partly because their parents and the school administrators thought that it would be a waste of time for them to take any other course. This situation is typical of many schools throughout the country and it must be remedied if the schools expect to turn out boys and girls who will be fitted to take a place in society. Furthermore, it must be remedied in the adolescent years by providing exploratory courses.

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[1] Brewer, J. M., "The Argument for Junior Business Training," School and Society, vol. 25, p. 7.

Junior business training, as I have said above, aims to provide orientation in the field of commerce. What is it able to do in the way of vocational guidance? By a study of the course the pupil should realize the folly of starting a business of his own before he has had adequate training in working for others. He should also become aware of the specialized society in which he lives, calling as it does for specialized training which is not provided in the junior high school years, thus encouraging and inspiring him to keep on with his education until he is adequately prepared for work. He should see that there are few jobs open to the young adolescent and few chances to "learn the business". Then, after the informational course has been given, if the pupil intends to leave school at the end of the ninth grade, he should be given the vocational phase of the course. Here he will make a definite study of the exact training needed for, and the promotional opportunities in, the various occupations likely to be open to him. In this way he will have some specific vocational knowledges, meagre as they are.

Thus, with specialization both within and without all of our business institutions, the need for vocational guidance is being more and more emphasized. It should not merely guide during the junior high school period but should continue until the pupil finds his true place in society. This fact is brought out further by Pechstein and McGregor who say that "as soon as a school adopts a program of differentiated courses it becomes cognizant of pressing guidance programs. Differentiation courses do not differ in the common basic elements of

culture. Their specializations are vocational in outlook corresponding in a general way to the technical, industrial, professional, and commercial types of vocations in the community.[1] Guidance is still in its infancy, but junior business training contains many elements which would aid in making a real and vital part of the eudcational program.

Character Training.

In the teaching of junior business training many fine opportunities present themselves to develop character in the pupil. As I have previously stated, there are two methods of inculcating character training in the pupil -- the direct method and the indirect method.

A fine example of the direct method of developing character traits is given in Elementary Business Training by S. B. Carkin and B. R. Haynes. These authors have picked out thirteen traits which they consider desirable for all, and all of which are taken up in detail in the first chapter of their book. These traits are: "honesty, courtesy, self-control, dependability, promptness, thoughtfulness, initiative, enthusiasm, industry, ambition, health, neatness and loyalty".[1]

Fishback, in describing the direct method, states[2] "That the pupils soon learn that the business world could not exist if people were not essentially honest and trustworthy. Pupils generally believe that business is built on transportation, or some other outward physical fact, but they come to the conclu-

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[1] Carkin, S. B., and Haynes, B. R., Elementary Business Training, pp. 16-19 (adapted).

[2] Fishback, E. H., Character Education in the Junior High School, p. 81.

sion, in spite of individual examples to the contrary, that business is built upon honesty." Carrying this a bit further one could add that a business firm obtains trade or commerce through the ability of that firm to command trust in itself, and it can only retain such trade by rendering honest service to customers.

Fishback says further that[1] "junior business training has a vocational tinge to it, although it is not given for purely vocational purposes. The fact that it ties up with commercial life outside the school gives added weight in the minds of the pupils, to the qualifications necessary for life in the commercial world. The qualities of courtesy and industry, for example, become important traits in one's success. One way to impress them with the desirability of certain qualities is to have the pupils grade each other upon the degree of possession of the quality under consideration.

For example:

Industry

1. Enjoys working -- a real and genuine interest in the work.

2. Works well when a reward is offered.

3. Works only when forced to do so, but must be watched.

4. Lazy and shiftless, will not work.

"The pupils are asked to check the degree that each child possesses. After each pupil has been checked by the others

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[1] Fishback, E. H., op. cit., pp. 81-82.

in the class, an average grade can be placed on each pupil, and this, given to the individual pupil, thus graded, shows him his present evaluation as far as industry is concerned." This, of course, can be practised with the other twelve traits.

Another way of directly developing character traits is through the study of the lives of prominent business men . These are very plentiful in both book and periodical form. Men like Melvin C. Traylor, Walter C. Teagle, John Wanamaker, Owen D. Young, and many others, can be studied to find out what traits of character entered into their success. Boys and girls of the adolescent age are always more keenly interested in living personalities than in dead ones.

In the direct method these same traits are brought home to the pupils through inference. Through this method, habits of thrift, neatness, accuracy, efficiency, and honesty are inculcated; desirable attitudes toward business and its opportunities and responsibilities are imparted; continued training in the development of ideals of character and success qualities necessary to complete living no matter what life work is chosen is given, and training in the ability to follow and give oral and written orders is provided. Indeed, if properly presented, junior business training can become a valuable means of calling attention to these fundamental traits of character that enter into the success of workers in the commercial world, without moralizing to the point of boredom.

The Educational Reasons for Teaching Junior Business Training

The educational reasons why any subject is taught.

The educational reasons why we teach any subject are to produce self-expression by the pupils through teacher-impressions of: first, knowledges; second, habits and skills; third, ideals, attitudes, and appreciations; fourth, powers. Lomax, in explaining these general educational aims, says:[1]

> "By knowledge we mean the sum total of acquired information or ascertained facts. By habits (and skills) we mean the tendency to acquire fixed ways of reacting to particular situations. By ideals (attitudes and appreciations) we mean an individual or group characteristic which is the object of desire. By powers we mean ability to do, the ability to control the circumstances of life, the ability to conform to and transform the social environment, the ability to apply knowledges, habits (and skills) and ideals (attitudes and appreciations) to the effective solution of problems."

The educational reasons why junior business training is taught.

The educational reasons for teaching any subject have just been stated and the problem becomes one of finding the educational reasons for teaching junior business training. As has been stated above, there are two junior business training courses; the informational and the vocational. It is quite natural that the aims in teaching differ considerably in the consideration of the two courses.

The informational course. Considering first informational junior business training, why should it be taught? Generally speaking, this phase of the subject should be taught to all pupils because everyone is a consumer of business goods and

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[1] Lomax, P. S., and Haynes, B. R., op. cit., p. 29.

services regardless of his or her vocation or station in life. The Pennsylvania Department of Public Instruction gives us four reasons why everyone needs some business training:[1] first, every consumer should develop thrifty habits; second, every consumer has to manage the business affairs of his home; third, every consumer uses the common business services, such as the telephone, telegraph, and railroads; fourth, every consumer deals with business people in the transacting of his daily business affairs.

Applying these four reasons to the four educational reasons for teaching any subject it is possible to arrive at the four educational reasons for teaching junior business training: first, the acquisition of general and useful business knowledges; second, the acquisition of valuable business habits and skills; third, the developments of general and desirable educational attitudes, ideals, and appreciations toward business; fourth, the acquisition of the power to use these business knowledges, habits and skills, attitudes, appreciations, and ideals in the solving of every day problems.

The vocational course. From a general point of view vocational junior business training should be taught because it will be needed by commercial pupils as producers in the business world. The business life of every employee, according to Kirk, is concerned with four fundamental activities which are found in every business. These are:[1] first, correspondence and communication in the transacting of business; second, the

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[1] Kirk, John G., "How to Teach Junior Business Training," Educational Outlook, November, 1929, p. 24.

purchasing of goods and services; third, the selling of goods and services; fourth, the recording of all money received and paid. There is hardly an exception to this classification in our business world today. Banks correspond and communicate, buy and sell, receive and pay money; the doctor sends and receives communications and correspondence, sells his services and knowledges; keeps medicines and instruments, records money received from his patients and paid to his creditors. Likewise, the grocer, the barber, the wholesaler, the railroad, the public utility, in fact every business, whether large or small, goes through these four fundamental processes. Thus, these four steps form the basis for all business activity.

So in vocational junior business training the future employee should be made acquainted with the fundamental qualities of, and the opportunities offered in, correspondence, purchasing, selling, and recording, and the interdependence of these four fundamental business activities.

Again reverting back to the educational reasons for teaching any subject and applying these four fundamental business activities to them, it is possible to note the educational reasons for teaching vocational junior business training. These are:[1] first, to develop general knowledges of business activities; second, to produce salable business habits and skills; third, to develop specific educational and vocational

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[1] Kirk, John G., op. cit., p. 26 (adapted).

ideals, attitudes, and appreciations; fourth, to develop the power to apply these knowledges, habits and skills, attitudes and appreciations to the solving of the problems which will confront the junior worker in his daily work.

Chapter VI.

Analysis of Specific Aims

During the last decade various cities and states have published syllabi in junior business training. Included in these publications are statements of specific objectives. The aims as set for by Rochester, Philadelphia, Denver and New York State are quoted to show the trend of aims.

Rochester:[1] (1919)

1. To train pupils of the eighth or ninth school year in those elementary business principles and practices, a knowledge of which is almost a necessity for everyone regardless of his vocation.

2. To train commercial pupils of the eighth or ninth school year in the duties of these common, simple, but important occupations, through which most people enter the business world, and at the same time encourage pupils through laying this better foundation to remain in school and complete their education.

Denver:[2] (1924)

1. To aid the pupil to discover and begin his ability along commercial lines.

2. To give the pupil who may leave school early, basic training which will be of service to him in whatever line he may find himself located.

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[1] Carkin, S. B., and Haynes, B. R., op. cit., p. iii.

[2] Fifth Yearbook, Department of Superintendence, N. E. A., p. 449.

3. To give introductory vocational training in so far as possible for those commercial occupations which surveys show are entered by boys and girls who leave school during junior high school years.

4. To make future commercial education more vital and meaningful.

Philadelphia:[1]

1. To give to pupils an understanding of those fundamental principles of business which are useful to all persons, whatever their occupations.

2. To inculcate habits of thrift and to teach the means that are available to promote it.

3. To meet a definite and increasing demand for business training in the junior high school without offering advanced types of commercial work to boys and girls too immature to profit by taking them.

4. To fit those who must leave school at the end of the eighth or ninth grade for the kinds of positions that are open to them in business offices.

5. To develop a basis for formal bookkeeping and an interest in its study, which may be regarded as the foundation for a good business education.

6. To serve as a try-out course to the end that the pupil may select wisely his studies in the high school.

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[1] "Course of Study in Junior Business Training for Junior High Schools," Department of Superintendence, Division of Commercial Education, Philadelphia, Pennsylvania, p. 3.

Baltimore:[1] (1925)

1. To give to pupils an understanding of those fundamental principles of business which are deemed essential to all persons whatever may be their life work.

2. To inculcate habits of thrift and to teach the means available to promote it.

3. To encourage that spirit of independence and leadership which prompt people to venture in business for themselves when the proper time comes.

4. To meet a definite and increasing demand for business training at this early period without offering advanced types of commercial work to boys and girls too immature to profit by taking them.

5. To fit those who must leave at the end of the eighth or ninth years, for the kinds of positions that are open to them in the business world.

6. To develop a basis for, and an interest in, the study of formal bookeeping which still may be regarded as the foundation of a good business education.

7. To serve as a try-out course for purpose of vocational guidance to the end that commercial pupils may choose that particular kind of business training in the high school, or elsewhere, which will fit him for the department of business in which he has the best success.

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[1] "Commercial Education - Course of Study", City of Baltimore, Maryland, p. 11.

New York State: (1928)

In 1928 the New York State Department of Education included a course of study in junior business training in the New York State Syllabus in Commercial Subjects. Heading this outline was the following statement of aims to be attained through a study of the course:[1]

1. To fill a long-felt need for a type of elementary buiness training for beginning business pupils, eliminating the temptation to bring down the more advanced commercial subjects;

2. To teach in an elementary way business practice and business principles;

3. To give a better training to these pupils who must leave school for those elementary business positions in which young people invariably make their start in the business world;

4. To serve as a medium for teaching vocational information, good business habits, order and system;

5. To prepare all commercial pupils for the work of the first year in bookkeeping, which is still the foundation of a good business education;

6. To help keep in school pupils who would otherwise drop out because of lack of interest.

New York State: (1931)[2]

In 1931, New York published a revised syllabus. In this

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[1] New York State Syllabus of Commercial Subjects, pp. 29,30.

[2] Journal of Business Education, November, 1931, p. 33.

pamphlet were included the following specific aims:

1. To develop an appreciation of the functions of modern business and the interrelations between it and the world in which we live so that the pupil may better understand his own relations with business regardless of his present or future life activities;

2. To serve as a basic course for the study of business;

3. To develop proper attitudes, appreciations, habits, and knowledges through materials themselves worthwhile;

4. To prepare pupils, who must leave school to enter business before completing their high school course, for work within the range of their capacities and abilities;

5. To serve as a means of educational and vocational guidance.

Conclusions drawn from analysis of specific aims.

1. The first aims seemed to stress the vocational phase of the course.

2. The emphasis seems to have gradually changed from vocational objectives to informational objectives. This is borne out by the fact that the new New York State syllabus does not outwardly express any vocational objectives.

3. There seems to be a tendency to aim at the acquisition of worthy economic ideals, attitudes, and appreciations rather than the acquisition of habits and skills.

Chapter VII.

The Subject Matter of Junior Business Training

Analyses of Textbook Contents

The Textbooks available in Junior Business Training.

In the last few years there have been a number of textbooks written and are now available for use in the teaching of junior business training. Table II gives a partial list of such textbooks which have been published.[1]

Table II

A Partial List of Textbooks That Are Available in Junior Business Training with Name of Author, Name of the Publisher, and the Date of Publication.

Author	Title	Publisher	Year
Anderson, Ross and Staples.....	Clerical Practice.....	American Book Co..	1921
Bexell and Nichols..	First Lessons in Bus..	J.B. Lippincott Co.	1920
Birch, C. E.....	Fundamentals of Bus...	Gregg Publishing Co.	1925
Brewer, Hurlbut, and Caseman.....	Elements of Bus. Training, Rev....	Ginn and Co.....	1931
Cadwallader, L. H...	Bus. Forms and Customs	J.C. Winston Co....	1922
Cahill, Mary F.....	Junior Office Practice	Macmillan Co.....	1926
Cahill and Ruggeri..	Office Practice.....	Macmillan Co.....	1920
Carkin and Haynes...	Elem. Bus. Training...	South-Western Pub. Co.....	1924
Crabbe and Slinker..	General Bus. Training.	South-Western Pub. Co.....	1931
Cowan and Loker.....	Jun. Exer. in Bus. Prac.	Ginn and Co.....	1927
Kirk and Waesche....	Jun. Train. for Mod. Bus.	J. C. Winston Co...	1925
McClelland, F. C....	Off. Train. and Standards.....	A. W. Shaw Co.....	1929
McGill, F. E.....	Off. Prac. and Bus. Prac.	Gregg Pub. Co.....	1922
Nichols, F. G.....	New Jun. Bus. Train. (Rev.)	American Book Co...	1930
Schoch and Grass....	Elements of Business..	American Book Co...	1918
Teller and Brown....	A First Book in Bus. Meth.....	Rand, McNally.....	1903
Weaver, Amy.....	Off. Organ. and Prac..	Ginn and Co.....	1923
Wilkes, York, Terrill.	Elem. Train. for Bus..	Ronald Press Co....	1924
ZuTavern, A. B.....	Introd. to Business...	South-Western Pub.. Co.....	1926

[1] Problems of Teaching Elementary Business Training, p. 46.

Lomax's Study of Textbook Content.

In an effort to determine what factors were emphasized in the teaching of junior business training, Lomax analyzed a number of textbooks. He made a list of general topics which were found in one or more of these books. For convenience, he divided the list of topics into three sections: (1) informational; (2) vocational; (3) appendix. Table III shows Lomax's compilation.

Table III[1]

The General Topics That Are Discussed in the Textbooks in Junior Business Training.

Part I - Informational

Number	Topic
1.	Development of Character - Personality
2.	Thrift
3.	Business Office, Procedure in
4.	Explanation of Business, necessity for
5.	Filing
6.	Banks
7.	Reference Books
8.	Telephone
9.	Telegraph
10.	Traveling Information
11.	Insurance
12.	Business Law
13.	Business Forms
14.	Personal Records
15.	Ways of Carrying and Sending Money
16.	Preparation for, and applying for employment
17.	Typewriting
18.	Letter writing
19.	Land Surveying
20.	Stocks and Bonds
21.	Budgets
22.	Monetary System of the United States
23.	Transportation
24.	Property, Real and Personal
25.	Taxation
26.	Bookkeeping
27.	Office Machines

[1] Problems in Teaching Elementary Business Training, pp. 48-9.

Part II - Vocational

Number	Topic
28.	File Department
29.	Mail Department
30.	Messenger
31.	Cashier
32.	Receiving
33.	Order Department
34.	Billing Department
35.	Shipping Department
36.	Time Clerk
37.	Payroll Department
38.	Entry Clerk
39.	Sales Clerk
40.	Accounting Room
41.	Purchase Clerk
42.	Stores Department

Part III - Appendix

Number	Topic
43.	Bibliography
44.	Lists of firms manufacturing office appliances
45.	Proofreading, including printers' symbols
46.	Vocabulary of business terms
47.	Abbreviations and contractions
48.	Fundamentals of Business Arithmetic
49.	Simple law, definitions and forms
50.	Postal information (as a unit by itself).

From this study Lomax noted several conclusions:[1] First, that there seemed to be no "clear-cut boundaries as to what should be included in the subject matter of junior business training. Second, that the topics suggested in Table III seemed to be mere isolated topics with little or no attempt made to arrive at any basis of correlation. Third, that there seemed to be a decided lack of definite terminology. Lomax

[1] Problems in Teaching Elementary Business Training, p. 47.

comments thusly: "It is apparent that some of the same work is covered by two or more topics, each labeled differently. For example, topic no. 13, business forms; no. 14, personal records; and no. 21, budgets, might all be taught to include the same material."[1]

Dowd's Study of Textbook Content.[2]

Miss Dowd, of New York University, made another study of content. She chose fourteen textbooks in junior business traing, assigned each a letter, and then made her analysis of content. The results of her study are shown in Table IV. This table is an adaptation of her original table, showing only the number of times each topic appeared in the fourteen texts.

It is interesting to note that Dowd's study shows that no one topic appears in all of the fourteen textbooks. This particular situation would seem again to emphasize the fact that the subject matter of junior business training is still in the experimental stage.

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[1] Problems in Teaching Elementary Business Training, p. 47.

[2] Ibid., pp. 50-51.

Table IV.

Analysis of 14 Textbooks in Junior Business Training Showing the Number of Texts Each Topic Appeared In.

Informational Topics		Vocational Topics	
Topic	No. of texts appearing in.	Topic	No. of texts appearing in.
1. Business Forms	12	1. Preparation for Employment	10
2. Banks	11	2. Filing Department	10
3. Telephone	10	3. Shipping Clerk	9
4. Insurance	10	4. Mail Department	8
5. Telegraph	10	5. Accounting Room	7
6. Filing	10	6. Bookkeeping Department	7
7. Methods of Sending Money	9	7. Stock Clerk	6
8. Business Ethics	9	8. Receiving Clerk	6
9. Practice in Business Office	9	9. Office Machines	5
10. Reference Books	9	10. Messenger	5
11. Travel Information	9	11. Sales Department	5
12. United States Mon.System	8	12. Payroll Clerk	4
13. Explanation of Business	7	13. Billing Department	4
14. Real and Personal Prop.	5	14. Purchasing Department	3
15. Transportation	5	15. Storeroom	3
16. Letter Writing	4	16. Cashier Department	3
17. Budgets	4	17. Entry Clerk	2
18. Thrift	4	18. Time Clerk	2
19. Personal Records	4	19. Order Clerk	2
20. Stocks and Bonds	2	20. Typing	1
21. Taxation	2	21. Land Surveying	1

Analysis of Content of Five Syllabi in Junior Business Training

Rochester, New York, 1919 Syllabus.[1]

First Lessons in Business

The syllabus includes definite study and practice under the following business training topics:

1. Business Vocations. Under this topic the pupils are taught something concerning business organization in a rudimentary fashion in an effort to set the pupils thinking along definite vocational lines and to show the training necessary to success in the various junior commercial occupations.

2. Business Habits. Direct method of teaching such business habits such as courtesy, honesty, accuracy, promptness, loyalty, and the like.

3. Business forms. Invoices, receipts, orders, deposit tickets, telegrams, drafts, and other simple business forms are presented in such a way as will give the pupil much practice in the handling of them.

4. Record work. This includes records of cash receipts and payments of personal income and expenses, of household expenses, and other simple data which is primarily on the pupil's level.

5. Ruling forms. Practice and drill in making forms in which to record work in number 4. The use of red ink is also taught.

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[1] Rochester, New York, Board of Education,"Provisional Course of Study for Junior High Schools", pp. 127-128.

6. Filing. Practice in alphabetical, geographical, and numerical systems of filing.

7. Hearing and Executing Orders. Drill and practice in the receiving, understanding, and executing of verbal orders.

8. Bundle Wrapping. Practice in the preparation of packages of various sorts for local and out-of-town delivery.

9. Messenger Service. Study of: What is expected of the messenger; why the position is important; what promotional possibilities the position offers; how to make the most of such a position. Provision is made for practice in this work.

10. Stock-keeping. The duties of the stock clerk such as checking invoices, marking goods, keeping records, and making supply reports are thoroughly taught.

11. Shipping clerk. The duties of the shipping clerk are explained and supplemented by visits to shipping rooms of various Rochester business concerns.

12. Cashier. Practice in making change; cash records; money ready for deposit, etc.

13. Other Occupations. In this unit the students are asked to inquire about and describe the occupations of some of their friends.

14. Elementary Bookkeeping. The last six weeks are devoted to very elementary instruction in bookkeeping with a view to encouraging the students to continue in school.

Philadelphia Syllabus (1925)[1]

The course of study in junior business training for the junior high school is now given. The important subdivisions of the main topics are given.

Junior Business Training (Informational--Four Hour Course)

A. Penmanship (two ten-minute periods a week).

B. Business Arithmetic. Two ten minute periods a week are given over to drill in addition, subtraction, multiplication, division, fractions, aliquot parts, percentage, and interest.

C. Savings and Investments. This unit consists of: the value of saving; methods of systematic saving; personal budgets; the value of investing; important factors to consider when making an investment; methods of saving and investing. This work is correlated with the work in Civics.

D. The Commercial Bank. This deals with the kinds of commercial banks, the functions of the commercial bank, how to open an account, the advantages of keeping a checking account. It also takes in the pass book, check book, how to draw a check, how to reconcile the bank statement, and the value of safety deposit boxes.

E. How Travelers May Carry Money Safely. This topic covers the inconvenience of carrying a large amount of cash, the dangers of carrying cash, and the convenient substitutes for cash.

F. How Money May Be Transmitted Safely. Sending of money

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[1] "Course of Study in Junior Business Training for Junior High Schools," Board of Public Education, Philadelphia, Pennsylvania, 1925.

by mail and by wire are discussed in this unit.

G. How Packages May Be Shipped. The shipping of packages by express, freight, parcel post, and first-class mail is taken up in detail.

H. Use of directions of information. Pupils are made acquainted with the city directory, telephone directory, Dun's and Bradstreet's, Who's Who in America , and other books of information.

I. How the telephone should be used. This unit includes a general discussion of the telephone, services rendered, service departments maintained, how to use the telephone, paying for service, free service, and instruction in the use of the dial system.

J. How to use the telegraph. This includes a general discussion of the telegraph, how messages are sent, the services rendered, the kinds of messages used, and how to send a message. It also includes sections on the liability of the company in case of a mistake, how messages are delivered, and the use of code messages and cabelgrams.

K. How to use railroad information service. Information is imparted concerning the services maintained, and how to use them. Mileage books are discussed and a goodly part of the unit consists of general information about what to do about lost articles, cancellations, baggage losses, etc.

L. Filing Method. General knowledges concerning methods of filing, use of folders and guide cards and advantages and disadvantages of each type.

M. Business Forms. Useful information concerning the kinds of business papers such as bills, invoices, receipts, notes, and checks.

N. Personal Records. Cash records, budget records, personal accounts, and inventory records with their uses are taught to the pupils.

Junior Business Training (Vocational-Four Hour Course)

A. Penmanship (continued).

B. Business Arithmetic (continued).

C. Simple Business Law. Informational knowledge concerning contracts, negotiable paper, sales of real and personal property, and partnership.

D. Insurance. The fundamental principles are presented along with information about life, fire, health and accident, and other kinds of insurance.

E. Local Industries. A general discussion of the various classes of business enterprises with emphasis upon local industries.

F. Personal characteristics in business. Direct method of teaching desirable character traits such as honesty, courtesy, neatness, industry, and the like.

G. Business positions. General discussion and analysis of junior positions along with information concerning the securing of a position.

(The following are just mentioned because explanation seems unnecessary.)

H. Messenger

I. Mail Clerk

J. File Clerk

Junior Business Training (Vocational continued)

(For drop-outs.)

A. Receiving Clerk.

B. Stock Clerk.

C. Shipping Clerk.

D. Order Clerk.

E. Billing Clerk.

F. Cashier.

G. Payroll Clerk.

H. Record Clerk.

Philadelphia has divided the course in order that the second part of the course may be taken by those who elect the commercial curriculum, and by those who elect the mechanic arts or the home economics curriculum. The first group take a four-hour course, and the latter groups, a two-hour course.

Baltimore Syllabus (1925)[1]

The Baltimore course-of-study is very similar to the Philadelphia syllabus. Because of this, I shall just mention without explanation, the topics which are included in both courses of study.

The syllabus is divided into two parts. Part I includes general business training and Part II includes vocational junior business training.

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[1] Commercial Education Course of Study, Department of Education, Baltimore, Maryland, pp. 11-33.

Part I.

I. Need of Junior Business Training. This topic intends to bring home to the student the need for the topics which are to be covered. It is really a preview of the entire course.

II. Preparation for Service. This unit includes discussion of the development of service ideals and the choosing of a vocation.

III. Vocational Information. This topic takes up the various positions which are common to all business, distinguishes between junior and senior commercial positions, and discusses the promotional possibilities of the positions.

IV. Kinds of Businesses and Their Departments. This unit includes a study of the various kinds of business enterprise such as mining, agriculture, manufacturing, financial, transportation, wholesale, commission, retail, and public utilities. The various departments of each are studied. The importance of learning the business is emphasized.

V. Records.

VI. Business Forms.

VII. Filing.

VIII. The Bank.

IX. Directories of Information.

X. How to use Telephone Service.

XI. Telegraph Service and How to Use It.

XII. How Packages Should be Shipped.

XIII. How Travelers May Carry Money Safely.

XIV. How Money May be Sent Safely.

XV. How to Use Railroad Information Service.

XVI. Simple Business Law.

XVII. Insurance.

Part II (Vocational)

XVIII. Messenger Service.

XIX. Cashier Service.

XX. File Clerk.

XXI. Statement Service.

XXII. Shipping Clerk Service.

XXIII. Order Clerk Service.

XXIV. Billing Clerk Service.

XXV. Receiving Clerk Service.

XXVI. Stock Clerk Service.

XXVII. Timekeeper and Payroll Clerk Service.

XXVIII. About Seeking a Position. This unit is not included in any of the previous syllabi. It endeavors to show the value of education to the individual, the decided lack of desirable positions open to juniors of 14 to 16 years of age, and provides educational and vocational guidance.

XXIX. Getting Ahead in Life. This, too, is somewhat new. It entails discussions concerning the proper attitude toward a position, how to secure promotion, and the ways of securing capital and acquiring credit.

XXX. Additional Vocational Units. This topic is optional. If it is taught it includes a study of the use and care of the mimeograph, the multigraph, and the ditto machine or duplicator.

New York State Syllabus (1928)[1]

Part I.

This part is made up of seven related sections which should be of value to the beginner in an office and of value as general business training.

I. Elementary Organization:

A. The meaning of service and coöperation

B. Simple organization charts

C. The qualifications necessary for success in business.

D. The need and value of business organization developed from the standpoint of the school or classroom organization.

II. Applications for positions

A. Written applications

B. Personal interviews

C. Elementary salesmanship

III. Taking directions and carrying out orders.

IV. Necessity for order and system.

V. Use of telegraphic devices:

A. The telephone

B. The telegraph

VI. Banks

A. Commercial banks

B. Savings banks

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[1] Adapted from the New York State Syllabus in Commercial Subjects (1928), pp. 30-46.

C. Postal savings banks

D. Mutual and joint stock savings banks

E. Trust companies

F. The use of different forms of remittances.

G. Bank vaults

H. Financial services rendered by banks

VII. The Use of Reference Books

A. Directories

B. Reference books

Part II

This part is made up of ten sections of material dealing with the duties and opportunities to be found in ten different, but related, junior commercial occupations.

VIII. The messenger and office boy

IX. The mail clerk

X. The file clerk

XI. The billing clerk

XII. The payroll clerk

XIII. The machine operator

XIV. The cashier

XV. The receiving clerk

XVI. The stock clerk

XVII. The shipping clerk

New York State Syllabus (1931)[1]

In 1931 New York State published a new syllabus. In this

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[1] Journal of Business Education, November, 1931, p. 33.

new course of study it should be noted that there is no provision for vocational junior business topics.

Topics included are:

1. The meaning of business
2. Communication
3. Recording and filing
4. Thrift, savings, investments, insurance, etc.
5. Bank services
6. Travel information
7. Organization for management
8. Purchasing - ordering, receiving, storing
9. Selling,- advertising, billing, shipping
10. Methods of making payments
11. Personnel
12. Types of business ownership
13. Educational and vocational guidance

In commenting upon this decided change, Clinton A. Reed, New York State Supervisor of Commercial Education says that "because all the pupils who study this subject will be 15 to 16 years of age, little attempt has been made to prepare a vocational outline, and that pupils should gain the impression that good management of business affairs is similar in every way to the able administration of one's personal affairs whether they relate to the home, school, or community."[1]

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[1] Journal of Business Education, November, 1931, p.34.

Arithmetic in the course.

As a part of the program of combining all allied commercial subjects in the junior high school into a unified junior business training course, arithmetic is beginning to form an important part of the course. Many school systems are endeavoring to carry out this. Among these are Philadelphia, Fall River, Boston, Wellesley, New Bedford, and many others. Philadelphia requires that two ten-minute periods a week be spent upon rapid calculation, while Fall River devotes two full periods a week to arithmetical instruction.

Some of the modern textbooks written on the subject, notably Nichols's New Junior Business Training, provide exercises in commercial arithmetic as an integral part of each topic. In each case the examples are related to the topic involved: for example, when the class takes up the topic on the lending services of a bank, arithmetical exercises are provided which deal with interest and discount. In this way the arithmetic is thoroughly motivated, and is in close harmony (in theory at least) with that psychological law that learning takes place more rapidly where there is interest on the part of the pupil, and where the pupil can be made to feel the need for the instruction.

Penmanship in the course.

In a like manner penmanship is being incorporated into the course. Philadelphia requires that two ten-minute periods a week be given to handwriting. Nichols, in his text, provides penmanship exercises at the end of each topic. Unlike

the old method of constant drill on loops, ovals and the like, these exercises are made up of real business words taken as key-words from the topic the pupil has been studying. In this way Nichols appears to have applied psychological laws successfully to the study of that much-neglected subject - penmanship.

Conclusions draw from data on subject matter

1. That the Rochester outline (1919) was not divided into vocational and informational sections. Referring to Table V, it can be seen that the emphasis was placed more upon training for immediate positions than upon topics of general information.

2. That the Philadelphia course of study (1925) shows considerable improvement over the Rochester outline, dividing the course into two sections with a subdivision adapted to thee need of non-commercial pupils.

Table V.

Showing the Number of Informational and Vocational Topics Appearing in Five Courses of Study in Junior Business Training.

Course of Study	Year	Number of Informational Topics	Number of Vocational Topics	Total
Rochester	1919	3	11	14
Baltimore	1925	14	14	28
Philadelphia	1925	17	13	30
New York State	1928	19	10	29
New York State	1931	17	0	17

3. That the Philadelphia syllabi (1925) included penmanship and arithmetic as an important part of the course.

4. That the Philadelphia (1925) and the Baltimore(1925) syllabi greatly increased the number of topics offered, placing a great deal more emphasis upon the informational course than did the Rochester outline. (See Table V.)

5. That in the New York State syllabus (1928) there is a noticeable decrease in the number of vocational topics, and a still greater increase in the informational topics. (See Table V.)

6. That in the New York State Syllabus (1931) the vocational course is not considered. An examination of the topics will reveal that emphasis seems to be placed upon simple economics, the acquisition of useful information, and educational and vocational guidance.

7. That this gradual increase in the number of informational topics and the corresponding decrease in the number of vocational topics seems to indicate that there is a decided tendency to get away from the idea that the course should develop habits and skills primarily, but rather should be used to inculcate worthy ideals, attitudes, appreciations, and impart useful knowledge of general economic value.

Chapter IX.

Conclusions.

As was stated previously, the purpose of this thesis is to make a study of the characteristics of junior business training, and to show its relation to secondary education. The following points are presented by the writer as conclusions drawn from this study.

1. That the present course in junior business training is the result of a trial-error-and-probable success method of procedure on the part of educators.

2. That authorities in the field of general education have commented favorably upon the possibilities of the course as a part of the junior high school program.

3. That the course has enjoyed rapid adoption since 1920, due, for the most part, to the rather convincing evidence presented by the "Survey of Junior Commercial Occupations" in 1920, and to the endorsement by the Department of Superintendence of the National Education Association, in 1927.

4. That in general practice the course is divided into two parts; informational junior business training, and vocational junior business training.

5. That in general practice there are two conceptions as to the length of the course. The first plan devotes only one year to the whole course, spending one term on each phase of the course. The second plan, the more practical, spends two years in offering the course, devoting one year to each phase of the course.

6. That the informational course should be required of all pupils because of its contributions toward the exploratory, self-discovery, guidance, highschool preview and preparatory, prevocational functions of the junior high school.

7. That the course contains many elements which should aid in the realization of the seven cardinal principles of secondary education, as well as providing orientation, guidance, and character training - all important items in the education of the adolescent.

8. That the specific aims of the course have tended to shift from a decided vocational emphasis to an even more decided informational emphasis.

9. That the trend of specific aims reveals a tendency to stress the acquisition of worthy economic ideals, attitudes, and appreciations, rather than the acquisition of pure habits and skills. In other words, the trend seems to lean toward regarding the course as a socio-business subject instead of a mere commercial course.

10. That in all the textbooks and courses of study examined there is a wide variety of topics offered as well as a decided lack of terminology.

11. That the trend in subject matter seems to have changed from an almost purely vocational course to one in which informational topics are given the decided preference.

12. That penmanship and arithmetic should form a composite part of the course. These two subjects should be

psychologically adapted to each individual topic as recommended by Nichols.

13. That the course in junior business training possesses potentialities in aiding the young adolescent to make a proper social adjustment in an economic world.

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